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ABSTRACT

Culturally responsive programs incorporate the child's native language and cultural knowledge as part of the curriculum. In addition they consider the child's development in terms of relationships among self-concept, culture and achievement. While it has been established that self-concept and ability to achieve influence one another, the way in which bilingual/bicultural programs affect the cultural knowledge and self-concept of children is an area yet to be revealed. A review of some Head Start and Follow Through curriculum models and the degree to which they can be considered culturally responsive presents a general view of alternative approaches in early childhood education. This study led to the tentative conclusion that the cognitive developmentalist Responsive Environment Model and the eclectic Bilingual Early Childhood Program met the criteria set for culturally responsive programs. Although information on early childhood bilingual education programs is difficult to locate, available data on six such projects currently in operation revealed varying degrees of cultural responsiveness. Present research and comparision of programs relative to effectiveness with the general preschool population indicated that no single program is generally superior. It is concluded that further empirical research is required to determine the effectiveness of different approaches and the extent to which culturally bound cognitive styles exist in non-English speaking children. (AMH)

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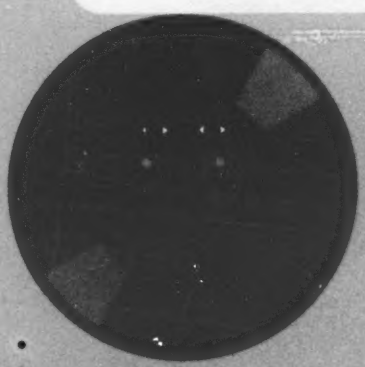

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CULTURALLY RESPONSIVE EARLY CHILDHOOD EDUCATION PROGRAMS FOR NON-ENGLISH SPEAKING CHILDREN*

Theresa Herrera Escobedo

The identification and analysis of culturally responsive programs for young children necessitates that a basic definition of *culturally responsive* be established. This definition is based on the sociological term *culture* which is taken to mean "...*social heritage*, that is, all the knowledge, beliefs, customs, and skills that are available to the members of a society" (Broom and Selznick, 1968, p. 50). This connotation then includes all that is familiar and has varying degrees of value: food, music, language, etc. This cultural knowledge affects the way a child behaves, believes and assesses himself/herself as a satisfactory or unsatisfactory individual (Margolin, 1974). That critical part of personality, the self concept, is vitally influenced by culture. Viewed from this perspective, culturally responsive Early Childhood Education programs are those which incorporate the child's native language and cultural knowledge as part of the curriculum. In addition, consideration is given to the child's development in terms of relationships among self concept, culture, and achievement.

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The importance of an educational system that responds to students' needs is granted much credence by the writings of such humanistic psychologists as Combs and Snygg (1959) and Maslow (1954). When viewed in terms of Maslow's hierarchy, the needs of non-English speaking students who face a new culture upon entering school are related much more to security and acceptance than to fulfillment or grades. Security is an urgent need for all children at this stage, but the task of seeking it becomes more difficult when the language is not understood and the surroundings are strange. There is little inclination to achieve until some sense of belonging has been established. The pressures of becoming a part of a second culture, or of acculturation, have caused students to express confusion, fear, or a sense of frustration (Litsinger, 1973). Leaving the familiarity and support of the home environment for the strange classroom in which they must learn to make their own way is an immense task for all children. For the culturally different child, who in some cases faces a completely alien environment at school, the task may seem insurmountable. This stress felt by children may allow little energy for academic endeavor. There is a limit to the amount of stress that can be assimilated before the debilitating effects of excessive anxiety set in (Brophy *et al.*, 1975). The young child needs an environment that does not make inordinate demands in order to develop a healthy self concept and a sense of being able to do. It is during the first six years of life that a child develops a basic sense of trust, autonomy, and initiative (Erikson, 1963). It is during the latter part of this age period

that children enter early childhood programs and are in need of supportive, culturally responsive environments to foster positive attitudes towards school and self.

The lack of culturally responsive programs in the past has caused some educators to criticize the educational system for not implementing such programs. The failure of minority students to achieve in schools was attributed to this lack of relevant programs (Carter, 1970; Ulibarri, 1960; Samora, 1963). The early childhood programs developed in the 60's were implemented as intervention programs to compensate for certain cognitive and motivational deficits viewed as characteristics of these "disadvantaged" children. The children who attended these programs were almost exclusively poor, and frequently they were from racial minorities. Thus the deficit idea included culture, and cultural differences were equated with cultural deficiencies. A change in thinking has occurred; and ethnic, racial, or social class differences are now seen less as deficiencies and more as differences to be accommodated to in the schools (Evans, 1975).

Legislation providing for bilingual/bicultural education is indicative of the trend toward cultural pluralism and reflects the acceptance of cultural differences as a valued basis for the development of programs. However, in the area of early childhood few distinct model programs established as part of bilingual programs are described in the literature. Head Start and Follow Through projects have developed distinct curriculum models consistent with various philosophies of child growth, and they employed specific educational strategies that can be identified

and discussed in terms of cultural responsiveness. These programs will be discussed in the next section.

REVIEW OF LITERATURE

Since development of a positive self concept was defined as part of a culturally responsive program, the relevant literature for this paper included some of the research related to self concept and children's ability to perform in school. Early childhood model programs were reviewed in terms of the degree of cultural responsiveness. Final evaluation reports of some bilingual programs that included data for kindergarten and primary grades were also reviewed.

Self Concept and Achievement

Numerous studies indicate a direct relationship between the self concept and academic achievement (Campbell, 1966; Bledsoe, 1967). One of the most extensive studies of the self concept of ability and school success was conducted by Brookover (1967) and his associates over a six-year period. This was a longitudinal study of the relation between the self concept of academic ability and school achievement among students in one school class while in the seventh through twelfth grades. The researchers concluded there was a significant relationship between self concept and academic achievement. Another conclusion was that human ability may not be the most important factor in achievement as the study indicated that students' attitudes were a limiting factor.

Lamy (1965) found that the perceptions children developed about themselves in kindergarten were related to subsequent reading achievement in first grade. Studies also indicate that self concept influenced social learnings. Barrett (1957) reported that feelings of inadequacy among bright underachievers acted as depressors which caused them to withdraw and refuse to compete. The conclusions were not only that attitudes about themselves affect how children perform at school but also that performance has a heavy impact on the self concepts as verified by the following research. Gibby and Gibby (1967) explored the intellectual productivity and the effects of stress resulting from failure within 60 students in two seventh grade classes established for bright, academically superior white children. One class was used as a control group and the other as the experimental group. Academically oriented tests were administered to both classes on two different occasions three days apart. Immediately before the last testing, members of the experimental group were given slips of paper indicating they had failed the first test. Comparison of the scores of the experimental group and the control group indicated that under the stress of failure the experimental group performed less effectively. The experimental group also tended to regard themselves less highly and showed a decrease in intellectual productivity.

The relationship between ethnicity and self concept has been investigated by several researchers (Carter, 1968; Palomares, 1972; Zirkel and Greene, 1971). In a preliminary study it was

established that self concept was related to ethnic group membership and that Puerto Rican children exhibited significantly lower self concept than Black or White children. These results were negated when a teacher-rating instrument was employed in conjunction with a self-rating instrument (Zirkel and Greene, 1971).

In another study comparing 552 non-Mexican-American and Mexican-American students in grades three and six in five urban California schools, Gustafson (1971), using the Coopersmith Self Esteem Inventory found no difference in the third grade between Mexican-Americans and non-Mexican-Americans. However, the non-Mexican-Americans had significantly higher scores at the sixth grade level, suggesting that the trend of difference becomes cumulative. Differences between the ethnic categories in self esteem and academic performance that are inconsistent at the third grade level become dominant at the sixth grade level.

Geraldine Palomares (1972), in her examination of existing literature regarding the self concept of Mexican-Americans, found that studies in this area were not in agreement. While one study showed Mexican-Americans as having lower self concepts, others failed to show any significant difference.

The major theme emerging from the above discussion is that self concept and ability to achieve are interacting and that one influences the other. The impact of attitudes toward self at an early age upon subsequent achievement is of vital concern to those interested in early childhood education. How these two theoretical ideas are incorporated into practical application by

program planners is determined by notions of learning theory and will be discussed with specific model programs. Bilingual/bicultural programs approach the education of young children from the premise that, by utilizing the language the child already knows, the child will more likely achieve successfully and this success in turn will enhance the self concept. How bilingual/bicultural programs affect the cultural knowledge and self concept of children is an area that is yet to be revealed by studies of such programs being currently implemented.

Model Early Childhood Education Programs

A review of some of the outstanding Head Start and Follow Through curriculum models and the degree to which they can be considered culturally responsive is undertaken in this paper to present a general view of alternative approaches in early childhood education. These curriculum models are distinguished by different guiding concepts of child development and principles of education. The models are divided into three categories that reflect distinct philosophies or assumptions about child development and learning. A brief description of maturationist, cognitive developmentalist, and experimentalist philosophies is included in the review of the models below. The models are discussed in terms of cultural responsiveness in relationship to target population, cultural knowledge, the language program implemented, and development of self esteem.

Maturationist philosophy expounds the belief that children develop as whole persons at different rates and pass through

stages or periods during which certain skills or attributes are developed. The child possesses the genetic potential for this development; given the proper environment, this development will occur when the child arrives at a given period of maturation. Children are intrinsically motivated to learn. Therefore they need an environment that provides many experiences and the freedom to choose the experiences that are in congruence with their interest and period of readiness. Learning objectives are the outcome of the transactions between a teacher and children working as joint decision makers. Children are trusted and respected for their individual differences, and highly individualized activities are provided to meet these differences (Evans, 1975). The term *open education* is associated with the educational ideas of maturationist philosophy.

Two Head Start and Follow Through curriculum models, the Bank Street model and the Tucson Early Education Model (TEEM), are usually associated with the open education concept. They utilized the interest center concept and individualized instruction. The Tucson Early Education Model was selected for discussion because it originated as a program for Mexican-American students in first through third grades in Tucson, Arizona. It was later expanded to include preschool through third grade for Head Start and Follow Through classes with children of all ethnic and cultural backgrounds and implemented in 20 school systems across the country (Chow *et al.*, 1973).

The classroom activities were directed toward development of the program's major objectives: language competence, intellectual

growth, motivational development, and societal arts and skills. The many skills which reflected these objectives were never exercised separately but were taught in combination in a process defined as orchestration. Most lessons were conducted in small groups of about five children allowing for close teacher-student interaction. Children were encouraged to verbalize, to handle objects, and to participate in demonstrations since it was believed that, in order to learn, students must have the opportunity to engage actively in a variety of behaviors. Students often worked in small groups called committees but had the option of leaving the group and going to the free choice centers. Opportunities were provided for the development of a wide variety of skills through modeling (Spodek, 1973). Individualization of instruction was one of the most important variables, and provision was made for development of individual skills at individual rates. Cultural background, attitudes, and values of the children were incorporated into self selected and structured activities to further instructional objectives (Evans, 1975). This adaptation to local populations recognized that children develop skills and attitudes that are appropriate to their own home and neighborhoods though they may differ from those of the main society. A continuation of these values and attitudes was encouraged in the classroom.

"Language competence is one of the major technical skills of the culture to which the child must adapt" (Spodek, 1973, p. 232). (Language development was a major goal of the Tucson early education model.) This adaptation refers to children learning the official language of this country. Accordingly, no reference was

found that indicated that any of the model's classrooms used a bilingual approach to language instruction. *Language lift* is often used to describe the language development method for early education employed by TEEM. This method is based on the utilization of children's "natural language learning" (Evans, 1975). This approach adheres to the assumptions that rich experiences in language stimulation, opportunities for language expression, and exposure to appropriate syntactic structures will better activate children's normal biological capacity for language. For exposure to occur, language communications must be directed toward children to which they can respond. Teachers must model a variety of basic sentence structures in appropriate situations to raise children's language production. Children derive language rules from hearing and producing language, and the child's spontaneous language is used to develop literacy skills. The TEEM program had no language materials; and lessons were not based on objectives, sequence, or timing. The success of the program depended on the teacher who had to be conscious of being a model of language and who possessed a firm knowledge of the syntactic structure being modeled (Evans, 1975).

Data about specific academic skill development to evaluate the TEEM language model were not available at this time. Comparison of TEEM children with local classes has shown strong evidence in favor of TEEM children on social-affective behaviors. Children in TEEM classrooms maintained a task-orientation better than those in the comparison classes. TEEM children generally had better cognitive gains based on word knowledge, visual and

verbal memory, conceptual grouping, number questions, and reason by analogy (Evans, 1975).

Cognitive developmentalist philosophy adheres closely to Piaget's theories of the stages of child development, and much emphasis is placed on the development of mental structures. The evolution of a child's cognitive structures progresses through a distinct sequence beginning with sensory-motor coordination and ending with formal reasoning ability, logical thought in objective, abstract, hypothetical terms. Among factors which influence this progression are neurological maturation--in harmony with physical and social experiences--and equilibration, the process by which a child seeks greater cognitive balance at higher levels as new learnings occur. This seeking for balance or meaning makes a child an active learner who profits from active discovery, concrete sensory experience, interpersonal interactions with other children, and a variety of models for imitative learning (Evans, 1975). American cognitive developmentalists who have also contributed to this approach are J. McV. Hunt, Benjamin Bloom, and William Fowler.

The Responsive Environment Model Program developed by Far West Laboratory was chosen as representative of this particular approach because it was greatly influenced by the work of cognitive developmentalists, although it was considered to be basically eclectic (Chow *et al.*, 1973). This model was based on the assumption that public schools were not responding to children as individuals with different cultural backgrounds and that if "culturally different children are to thrive either they must be

helped to operate in a system designed for others, or the system itself must be changed to serve all children equally" (Nimnicht, 1973, pp. 199-200). The program was initiated at Colorado State College in 1964 as the New Nursery School to meet the needs of ethnically different children, mainly Mexican-American and Black. It was later started as the Responsive Environment Model at Far West Laboratory by Glen Nimnicht, the original founder of the program. The developers also sponsored Head Start and Follow Through classes around the country (Chow *et al.*, 1973). The target population, in addition to Black and Mexican-American children, has included other Spanish-speaking children and American Indian, Oriental, and Anglo middle-class children (Nimnicht, 1973).

The acquisition of specific skills was not stressed; rather, a learning to learn approach was encouraged. Classroom activities were organized around a designed environment that responded to the needs of children and provided immediate feedback. This was accomplished by the use of self-correcting toys and by the actions of the teacher who waited for the child to express an interest and then worked with that child or a small group on the chosen task. The ability to solve problems was stated as being the major goal of intellectual development. This goal was partly accomplished by the autotelic games and toys that allowed children to work independently or in small groups. A great variety of educational toys and games as well as programmed material and simple machines was considered necessary to provide a wide range of educational experiences. There were two short periods during the day for total group activities, such as music or story time; but for the

most part, the work was done on an individualized basis between teacher and child (Chow *et al.*, 1973).

A major objective of the program was to help children develop a positive self concept as it relates to learning in the school and in the home. Children were seen as having positive self images if they liked themselves and their people, believed in themselves and their ability to solve problems, and expressed feelings of pleasure and enjoyment. This view of themselves was believed to affect their attendance and their performance at school (Nimnicht, 1972).

Another important objective of the Responsive Environment Model was that the child will possess a knowledge and understanding of his/her cultural background. Culturally relevant materials were provided by the local program, and the core materials that had no cultural bias were provided by the Laboratory. The involvement of parents, even at the decision making level, also contributed to the cultural responsiveness of the program (Nimnicht, 1973).

No specific language development materials nor method was required by the Laboratory. The local programs were free to incorporate materials that were consistent with the philosophy of the model, e.g., the Lavatelli materials; the Project Life Program (Language Improvement to Facilitate Education) employed by the Responsive Environment Project for Spanish-American children, a model classroom in Clovis, New Mexico (Askins *et al.*, 1975). This one specific project was adapted to bilingual education. The Laboratory does not anticipate a final evaluation of

the first phase of the total program for at least five years (Nimnicht, 1972).

Experimentalist philosophy, which is also known as environmentalist, relies almost totally on the theories of the behaviorist psychology of Skinner. The emphasis of this science is on observable behavior and its relationship with other observable phenomena. Experimentalist philosophy has been greatly influenced by the extensive body of research with animals and humans in laboratories. The child might essentially be considered a system of interrelated responses interacting with stimuli. A major assumption is that the behavior of a child is determined by external stimuli. By carefully specifying the goals of education in observable behavior and by controlling the stimuli in the environment, a child's behavior can be modified to coincide with the stated goals. Learning is facilitated when concepts and skills are broken up into small discrete steps and are carefully sequenced. Associative thinking (memorization) is relied upon heavily, and discrimination and categorization are learned as a result of association (Spodek, 1973).

The classic example of this theory is the Engelmann-Becker or Engelmann-Bereiter Academic Preschool program which was also developed as a Follow Through model with preschool through third grade classrooms across the country. The target population for this model consisted of "disadvantaged" children without regard to ethnicity.

The goal of this model was the development of skills in language, reading, and math. The DISTAR materials (Direct Instruc-

tion Systems for Teaching Arithmetic and Reading), used to achieve these skills, provided sequenced, structured lessons. The preschool language program was built around three daily 20 minute sessions of intensive direct instruction characterized by fast pace, heavy work demands, and strong emphasis on verbal responses. Children were taught in small, homogeneous groups of from three to eight, seated close to the teacher who used much verbal praise as reinforcement for desired responses. Verbatim directions were provided for the teacher (Chow *et al.*, 1973).

Cultural knowledge or activities were not mentioned, and a positive self concept was seen as dependent on success. By utilizing direct instruction and developing academic skills to insure success, it was assumed that a positive self image would result. A number of studies cited by Stanley (1972) indicated that this program had more short range impact on I.Q. and achievement scores than the traditional child-centered approach.

Another model program that was eclectic in its approach, although influenced by the theories of Jerome Kagan, was the Bilingual Early Childhood Program developed by Southwest Educational Development Laboratory. The program developed for Mexican-American children stressed verbal and reasoning skills and healthy self concepts (Chow *et al.*, 1973). There was also a counterpart for Black children. The language program was based on a three-level curriculum reflecting mastery of English. The sequence and ratio in amount of English and Spanish used were geared to program level. Many teaching methods, instructional settings, media, and content were used (Evans, 1975).

In addition to including Spanish for instruction, the programs placed a strong emphasis upon children's native heritage. Many cultural aspects were included, such as dances, music, and relevant pictures.

Evaluation data based on 169 classrooms in Texas and Colorado indicated that approximately 75 percent of the participating children achieved criterion mastery of program goals. Additional gains in English and Spanish comprehension as well as increased cognitive skills were reported.

Final Evaluation Reports of Bilingual Programs

The definition of *culturally responsive* programs was stated previously in this paper as those programs that include a child's native language and cultural knowledge as part of the curriculum with due consideration given to development of a positive self concept. The following bilingual programs are briefly reviewed with this definition in mind.

An ERIC search for literature related to culturally responsive and bilingual early childhood programs yielded only two evaluation reports for such programs. Cox (1975) summarized the findings for the Caribou Bilingual Project, Caribou, Maine, final evaluation report of 1973-1974. This was an English-French program that involved two classes each of kindergarten, first grade, and second grade. A major conclusion was that students in the bilingual program performed as well as students in non-program classes. Therefore, skill acquisition by students was not hindered by education in two languages (Cox, 1975).

The Yupik Bilingual Education Project of the Alaska State-Operated School System, a program that utilizes English and Yupik Eskimo, completed its second year in 1973. Thirteen classrooms in six schools comprised the experimental group. Instruction was conducted in the native language, and English was taught as a Second Language (ESL). The major focus was on developing language skills, although literacy and numerical skills were also measured and results included in the report. The statistical analysis compared scores of the students in the bilingual classrooms with those of comparison students in traditional classrooms. The scores for literacy skills and math show that bilingual program children's scores were substantially higher, although not statistically, than those of non-bilingual program children. In linguistic skills the Yupik scores of bilingual program students were significantly higher than the comparison group scores. The English scores for the bilingual program students were greater than the non-bilingual students but not significantly greater. The program report did not indicate any planned emphasis on self concept development or cultural knowledge (Orvik, 1974).

The Austin Independent School District evaluation reports for the school year 1974 to 1975 provided information on data collected for the ESEA Title VII Bilingual Project and the ESAA Bilingual/Bicultural Project (Holley, 1975a, b). The evaluation design for both projects was based upon the Austin Independent School District's C.I.P.O. (Context, Inputs, Processes, and Outcomes). This paper utilized only the student outcome data for

the development of language (English and Spanish), attitudes toward school, and self concept. Only data obtained from children in kindergarten to first grade were used in this paper in keeping with the emphasis on early childhood education. The data for the process objective, i.e., cultural reference, were also utilized in relation to the cultural knowledge aspect of this paper.

The major components of both ESEA Title VII Bilingual and ESAA Bilingual/Bicultural projects in addition to instruction were staff development, curriculum development, parent involvement, and evaluation. The Bilingual Education Model utilized by both projects was based on the Statewide Design for Bilingual Education adopted by the State Board of Education and AISD School Board Policy on Bilingual/Multicultural Education. This model was described as an instructional program encompassing the total educational process in which English and Spanish were utilized for a portion of all the curriculum. The amount of time given to each of the languages in content areas and language instruction was commensurate with the individual needs of students. Teaching of concepts was undertaken entirely in the first language; all students were tested for language dominance by use of the James or PAL Language Dominance Test. A vital part of the program of bilingual instruction was the teaching of the cultural heritage of the people whose language was used and included their contributions to the community, the state, and the country.

This was the second program year for the ESAA Bilingual/Bicultural program in the Austin school system. The number of

students participating was 1,400 distributed in four elementary schools, grades kindergarten through fifth grade, and the sixth grade at two junior high schools. These schools had the highest concentration of Spanish dominant Mexican-American students in the district. The ethnic composition of students participating in this project was 83 percent Mexican-American, 15 percent Black, and 4 percent Anglo.

The ESAA Bilingual/Bicultural 1974-1975 final evaluation reported significant gain at the .05 level of confidence in language proficiency for both English and Spanish by kindergarten and first grade project students. This information was based on pretest/posttest scores obtained by use of the James or PAL Language Dominance Test.

Kindergarten children tested on the Primary Self Concept Inventory demonstrated a significant gain at the .05 level of confidence on pretest/posttest evaluation of data. (Third and fourth grade student scores showed no significant change.)

The cultural reference objective was not achieved. This objective was measured by teacher questionnaire. Level of attainment was contingent on 80 percent of teachers mentioning at least two methods used to incorporate culture and home background of students into classroom activities.

Title VII Bilingual Program, in its first year of operations, was established in 16 schools. The Title VII Project was built into the locally sponsored bilingual program started in 1970 at the kindergarten level. One grade level had been added each year so that Title VII encompassed the five grades planned for bi-

lingual instruction through the natural progression of the local program. Therefore, some students in the Title VII project had been receiving Spanish instruction since kindergarten. The number of students participating in the Title VII bilingual project, grades kindergarten through sixth grade, was 2,406. The ethnic composition of these students was 59 percent Mexican-American, 10 percent Black, and 31 percent Anglo.

Title VII Bilingual Project final evaluation report for 1974-1975 reported significant gain at the .05 level of confidence for kindergarten and first grade project students on language proficiency test scores as measured by the James or PAL Language Dominance Test. Both English and Spanish pretest/posttest differences were significant ($p < .05$).

Self concept scores on the Primary Self-Concept Inventory demonstrated no significant gain for kindergarten students. (Third and fourth grade student scores were significant.)

Attitude toward school was not measured for kindergarten and first grade. (Third and fourth grade student scores showed no significant differences on attitude toward school.)

Cultural references were measured by teacher questionnaire and classroom observations. The desired level of cultural references was reached (Holley, 1975a, b).

The Education Service Center, Region XIII, operated the Bilingual Classroom Project from 1969 through 1975. There were classrooms on three different school campuses from first through fifth grade. The 1975 final evaluation report included test measures on self concept, cultural knowledge, and cultural attitudes

for first grade students (Saenz, 1975).

The cultural attitude and knowledge test scores were obtained by the Cultural Attitude Scale. Reading was not required as this instrument is based upon pictorial stimuli and response options. It can be administered in English and Spanish. Student pre- and post- scores were significantly different on attitude toward the Mexican-American culture, but no significant difference was noted for gain in knowledge of Mexican-American culture.

Self concept was measured by Your School and Classmates instrument. The results indicated that first grade students scored significantly higher on the posttest than on the pretest (Saenz, 1975).

A library search of final bilingual reports turned in to the Bilingual Department of the Texas Education Agency by school districts in the state revealed that few school districts named development of positive concept as an objective. The few that did seldom used test instruments to obtain pre/posttest data. The Dallas Independent School District was one program that employed an evaluation design that measured attitudes toward self.

The School Perception Scale was used to obtain scores for kindergarten and first grade students randomly selected in the Dallas study. The analysis of kindergarten data revealed that English dominant Mexican-American children displayed more favorable attitudes towards self, school, and reading than other children in the Bilingual Education Program. The differences between English and Spanish dominant Mexican-American children were large enough to be statistically significant. This finding

was viewed as supporting the contention of bilingual program supporters who maintain that linguistically limited children suffer from low attitudes toward self and school (Murray, 1975).

Grade one data showed no significant differences between any of the groups. The improvement in the Spanish dominant Mexican-American children's attitude toward self from kindergarten to first grade cannot be interpreted as being a result of bilingual instruction since this was not a longitudinal study. However, the report indicated that student involvement in the bilingual program should not be ruled out as a possible explanation for the improvement.

The English as a Second Language (ESL) test was given to a random sample of Spanish dominant Mexican-American bilingual students. The Spanish as a Second Language (SSL) test was given to a random sample of English dominant Bilingual Program students. Statistically significant pre- to posttest gains were made at all grade levels for both groups on ESL and SSL tests (Murray, 1975).

SYNTHESIS OF LITERARY RESEARCH

Findings of the literature included the theories of psychologists that demonstrate the importance of helping children to develop positive attitudes related to themselves (Maslow, 1954; Combs and Snygg, 1959; Erikson, 1963; Brophy *et al.*, 1975). Empirical research indicated that these attitudes did, in fact, affect student ability to perform in school (Lamy, 1965; Gibby and Gibby, 1967; Brookover, 1967). However, research findings of the relationship between self concept and ethnicity were in-

consistent and conflicting (Palomares, 1972; Gustafson, 1971; Zirkel and Greene, 1971).

The renewed interest in early childhood has been characterized by an emphasis on perceptual, cognitive, and intellectual functions as well as social and emotional functions. This was demonstrated by the alternative curriculum models representative of the three different philosophical theories, namely, maturationist, cognitive developmentalist, and experimentalist.

The philosophical theory behind the models seemed to correlate with the degree of cultural responsiveness evidenced. The experimentalist model, Engelmann-Becker, with its emphasis on academic skills acquisition appeared to give little consideration to native language, cultural knowledge, ethnicity, or self concept development. The maturationist model, Tucson Early Education Model, originated as a program for Mexican-American children, and regard was given to development of self esteem and cultural knowledge. These features could be taken to indicate that this model was perhaps more responsive, although utilization of the students' native language was not included. Two of the curriculum models programs met the criteria set for culturally responsive programs: utilization of the native language, regard for development of self esteem, and cultural knowledge. These were the cognitive developmentalist Responsive Environment Model and the eclectic Bilingual Early Childhood Program.

Six bilingual programs currently being implemented were reviewed. Two reviews are based on information found in a literary search and four on final evaluation reports obtained directly

from the school districts or from other agencies. The Caribou Bilingual Project and the Yupik Bilingual Education Project utilized the native language in the instruction but made no provision for development of self esteem or cultural knowledge. The evaluation reports of the projects implemented by the Austin and Dallas Independent School Districts and the Education Service Center, Region XIII, included development of native as well as secondary language, cultural knowledge, and positive self concept evaluation results. All six projects utilized formative measures of the program progress as well as summative measures in the evaluation design.

The great number of early childhood programs based on curriculum models adhering to different theories and utilizing different educational methods was regarded as a strength of the educational system. The fact that two such models could be considered culturally responsive was heartening. However, concrete data indicating that these programs are best suited to the learning styles of any group of non-English speaking students are now available.

Castañeda *et al.* (1975) have formulated a theory that Mexican-American children prefer a "field sensitive" cognitive style as opposed to a "field independent." Field sensitive children learn best when there is close interaction with a warm supportive teacher who models problem solving strategies and then stresses application of general rules. These students' attention is first focused on the global characteristics of a situation and they work well in small, cooperative groups. One can infer that these

factors are characteristic of the Tucson Early Education Model and the Responsive Environmental Model.

Present research on comparison of different programs relative to effectiveness with the general preschool population indicates that no single program is generally superior across a variety of measures (Beller, 1973; Weikart, 1971). Some studies demonstrate that carefully designed and implemented programs have no immediate or short range benefits, but they can produce long range benefits for the experimental students. Others show short range but not long range benefits for the experimental group (Brophy *et al.*, 1975). Beller (1973) indicates that long range effects for the less structured Weikart program, cognitive development, are more evident than for the highly structured DISTAR language program. The results were based on scores on the Stanford-Binet Test and the California Achievement Test. Programs that included a systematic parent involvement component also seemed more effective in producing and maintaining gain (Evans, 1975).

Information on early childhood bilingual education programs is difficult to locate, as evidenced by the small number of findings produced by the ERIC search. Some bilingual programs are part of other early childhood models, such as the Responsive Environment Project for Spanish American Children (Askins *et al.*, 1975), and many bilingual programs include early childhood classrooms (four to six year-old children). But early childhood bilingual education is not reported as such in the literature nor are culturally responsive programs.

The results of longitudinal studies of the nature of the

St. Lambert experiment involving children who attended bilingual preschool classes that could be considered culturally responsive are not available in the literature. Short range results such as those reported by the current bilingual programs reviewed seem to indicate that students learn more Spanish and just as much English as those students in non-bilingual classes. The Bilingual Early Childhood Program reported a substantial gain in language, both English and Spanish. The final evaluation reports reviewed also seemed to indicate an increase in student self esteem for many of the classes, although it was not consistent with all classes.

Research studies comparing early childhood bilingual projects that have similar objectives but distinct theories and methods were not apparent in the literary search nor were projects with distinct methods oriented toward determining cognitive styles of culturally different children.

IMPLICATIONS

The effect of positive attitudes toward self upon ability to perform academically has been clearly demonstrated. That these attitudes are established early in life and are affected by a child's total experience indicates the need for culturally responsive early childhood programs. Since a child's language is a vital part of his/her heritage and instruction in that language will give greater assurance of initial school success, thereby aiding development not only of academic skills but of a positive self image as well, a child's native language should

be utilized in a culturally responsive early childhood program for non-English speaking children. These programs should not be viewed as a compensation for deficiencies in the child but as a means of meeting unique needs. They therefore should become part of the standard educational program.

Research has shown that Mexican-American students prefer a cognitive style that seems to coincide with the methods employed by the less structured curriculum models. Incorporation of these methods into an early childhood, culturally responsive, experimental model would give information as to the practicality of the theory and further insight into the influence of culture upon cognitive styles.

Recent reports of longitudinal studies indicate that some early childhood programs that showed no short range benefits did produce long range benefits for the experimental group. These findings, as well as the Weikart study (Beller, 1973) concerning long range effects, point to the importance of compiling long range data for culturally responsive programs for non-English speaking children. The salient influence of parents on the effectiveness of programs should also be given serious consideration.

NEED

It is the consensus of investigators in the field of early childhood education that further explorations by means of empirical research are required. The area of early childhood bilingual education is perhaps in greater need of research to determine what

effects such culturally responsive programs have on non-English speaking children. Long range and short range effects of these programs on a child's development of cultural knowledge and self esteem as well as of academic achievement need to be addressed. Evans (1975) indicates that the response to critical measurement needs produced by the recent research emphasis on early childhood education has created a number of new measurement instruments. Many of these instruments are inadequately field tested. The area of early childhood bilingual education is in a similar situation. Further studies in this area would provide opportunities for further field testing of these measurement instruments.

Comparison studies of experimental early childhood bilingual projects utilizing distinct methods are needed not only to determine the effectiveness of different approaches but also to determine the extent to which culturally bound cognitive styles exist in non-English speaking children. Research as to how these styles affect the child's ability to perform in different educational settings, in acquisition of academic skills as well as social and emotional skills, would provide data that could be utilized to develop more effective culturally responsive programs.

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